

WSC English Department

Unit Title: WHODUNNIT

Level: Year Nine

Aim: To explore the mystery/crime genre through the study of books, stories and film

Objectives:

- Read crime/mystery material - both fictional and non-fictional
- Completed individual and group work tasks relating to this material
- Viewed a mystery film and discussed features in the film used to convey the 'mystery' story
- Kept a response journal during the term responding to class work and other stimuli
- Read widely during the term on the mystery theme as well as other texts
- Written a mystery story and newspaper story and other written tasks.
- Written a report investigating an aspect of crime or mystery decided on by you and your teacher

Core Skills and Concepts:

- Knowledge and understanding of the common mystery conventions.
- Knowledge and understanding of the literature elements of Plot, Character, and Setting.
- Knowledge of how to write a mystery story and elements required for a story.
- Basic understanding of research process of setting questions, note-taking, data-collection and summarizing results.

Instructional Strategies:

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|---|---|--|
| <input type="checkbox"/> Flexible grouping | <input type="checkbox"/> Varied product assignments | <input type="checkbox"/> Literature circles |
| <input type="checkbox"/> Mini-lessons | <input type="checkbox"/> Varied content and source material | <input type="checkbox"/> 4-MAT lessons |
| <input type="checkbox"/> Rubric assessment | <input type="checkbox"/> Varied processes | <input type="checkbox"/> Multiple intelligences |
| <input type="checkbox"/> Tiered assignments | <input type="checkbox"/> Sidebar studies | <input type="checkbox"/> Learning styles |
| <input type="checkbox"/> Independent projects | <input type="checkbox"/> Interest groups | <input type="checkbox"/> Compacting |
| <input type="checkbox"/> Peer critiques | <input type="checkbox"/> Tic-tac-toe activities | <input type="checkbox"/> Mentorships/Apprenticeships |
| <input type="checkbox"/> Self-evaluation | | <input type="checkbox"/> Individual contracts |
| <input type="checkbox"/> Jigsaw activities | | |

Literacy Strategies:

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|---|---|---|
| <input type="checkbox"/> Jigsaw activities | <input type="checkbox"/> Jeopardy | <input type="checkbox"/> Say-it Grid |
| <input type="checkbox"/> Vocab Jumble | <input type="checkbox"/> Text Sequencing | <input type="checkbox"/> Structured Overviews |
| <input type="checkbox"/> Mix & Match | <input type="checkbox"/> Before & After Grid | <input type="checkbox"/> Semantic Maps |
| <input type="checkbox"/> Word Maps | <input type="checkbox"/> Tic-tac-toe activities | <input type="checkbox"/> Concept Circles |
| <input type="checkbox"/> 4 * 3 Grid | <input type="checkbox"/> Three Level Guide | <input type="checkbox"/> Consensus |
| <input type="checkbox"/> Listen Up! | <input type="checkbox"/> Cloze | <input type="checkbox"/> Two, Three, One |
| <input type="checkbox"/> Reciprocal Reading | <input type="checkbox"/> Vocab Snowball | <input type="checkbox"/> Word Chain Gang |

Meta-cognition Strategies:

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|---|--|---|
| <input type="checkbox"/> Learning Prompts | <input type="checkbox"/> Think Aloud | <input type="checkbox"/> Comment Codes |
| <input type="checkbox"/> KWL Framework | <input type="checkbox"/> Visualisation/Imaging | <input type="checkbox"/> Varied processes |
| <input type="checkbox"/> Colour Codes | <input type="checkbox"/> Self-evaluation | |

Possible Mini-lessons:

☐ Teach Strategies

☐ Modelling Strategies

☐ Essential Vocab

Prior-Learning Assessment(s):

☐ Pre-Test/Quiz

☐ Discussion

☐ Conferencing

Summative assessments(s):

☐ Research Report

☐ Novel Response Tasks

☐ Reading Log

☐ News Article

☐ Story

☐ Independent Tasks

Module Overview

LESSON SEQUENCE	WHOLE-CLASS COMPONENTS	DIFFERENTIATED COMPONENTS
Lesson One Introduction <i>1 class period</i>	Introduce Unit objectives and outcomes Select mystery novel to read to do SSR. Write down blurb, title and author in book. Go over Independent Learning Tasks for the terms and choose TWO to do. Record due dates.	Novels differentiated by interest and readability. Tasks chosen by students differentiated by interest and ability.
Lesson Two Mystery Conventions <i>1 class period</i>	Silent Reading of novel Teacher read <u>Lamb to the Slaughter</u> to the class. Discuss. Describe and make notes on mystery conventions. From <u>Lamb to the Slaughter</u> identify how these elements were evident. Cut and Paste narrative and make captions.	Lesson includes a variety of learning styles modes.
Lesson Three Mystery Vocabulary <i>1 class period</i>	SSR Mystery vocabulary – put into sentences Watch <u>The Simpsons</u> and discuss mystery vocabulary in relation to the episode. Criminal definitions cut and paste.	Visual source to complement written source from yesterday
Lesson Four Mystery Story reading and analysis <i>3 class periods</i>	SSR Read two different mystery stories in groups. Identify how the stories use the conventions and also explore how the stories are structured.	Stories differentiated for readability and complexity.

<p>Lesson Five</p> <p>Mystery Story Preparation</p> <p><i>3 class periods</i></p>	<p>SSR</p> <p>Review short story conventions.</p> <p>Discuss character, setting, plot, visual language.</p> <p>Mini lessons on visual language – ‘Basics books.’</p> <p>Setting passages.</p> <p>Character sheet – facial features. Describing people.</p>	
<p>Lesson Six</p> <p>Mystery Story writing</p> <p><i>4-5 periods</i></p>	<p>SSR most periods for most students.</p> <p>Hand out assessment task.</p> <p>Begin drafting.</p> <p>Editing.</p> <p>Proofreading and Peer Evaluation.</p> <p>Publishing at home.</p>	<p>Differentiated by readiness and negotiation.</p> <p>Differentiated product by interest and readiness. Different students expected to meet appropriate standard for them.</p>
<p>Lesson Seven</p> <p>Mystery Film</p> <p><i>3-4 class periods</i></p>	<p>Viewing of mystery film.</p> <p>Pose some pre-viewing questions and some post-viewing response questions for the students to explore focusing on mystery genre conventions translated into film.</p> <p><i>1st Independent Learning Task Due</i></p>	
<p>Lesson Eight</p> <p>Novel Response Tasks</p> <p><i>4 class periods</i></p>	<p>SSR</p> <p>Work on Mystery Novel Response Tasks</p> <p>One task each required on Character, Setting, and Plot/Structure in addition to one other task on any aspect chosen by the student.</p> <p>Complete Reading Log entries so far</p>	<p>Tasks differentiated by interest and complexity.</p>
<p>Lesson Nine</p> <p>Analyse Newspaper articles</p> <p><i>2-3 class periods</i></p>	<p>SSR each period.</p> <p>Rearrange mixed up article. Different groups of students given different articles to analyse.</p> <p>Read and analyse two newspaper articles about a crime.</p>	<p>Source materials differentiated for readability.</p> <p>Analysis questions differentiated for complexity and openness.</p>

	Mini lessons on article structure (inverted pyramid, 5W's and H) and language use (direct & indirect speech, tone, news angle etc).	
Lesson Ten Newspaper writing task 2-3 class periods	SSR Newspaper article assignment, based on "Missing high school students." Draft completed in class. Published article completed for homework over next week.	All students must work on a news article task. Students who feel ready may make up their own article, others use the scaffolded one provided for them.
Lesson Eleven Introduce Research 2 class periods	Introduction to mystery research task Mini-lessons on Research process -- Key Questions – 5W's & H. Open and closed questions; choosing topic; finding info.; recording notes; answering q.'s; research log etc Bibliography & Sources – Why this is imp't. and how to lay it out in report.	Whole class instruction first and then mini-lessons to support students as needed.
Lesson Twelve Mystery Research 3 class periods	Independent work in library finding out information, selecting info., making notes that address your topic	Topic differentiated by interest.
Lesson Twelve Research Report 2-3 class periods	SSR How to write and structure a research report. Look at the <u>Vampire Report</u> exemplar. Discuss features. Begin to draft report. Peer feedback on completed draft Final report published at home.	All students expected to write up a report – but level of detail, fluency and structure expected will alter according to readiness of student. Conference with students during the drafting phase.
Lesson Twelve Module Evaluation/Completion 1 class period	SSR for most students Complete Reading Logs and book reports Module evaluation, reflection. <i>2nd Independent Learning Task Due.</i>	

Questions analysing “The Road Goes Ever On”

Tasks:

- Step One:** Read the poem through by yourself – underline any word that you don’t know the meaning of as it is used in the poem.
- Step Two:** Working with a partner see if the two of you together can identify the meanings of the words you’ve underlined. Use a dictionary for any words you don’t know. If you can’t find them in the dictionary see your teacher. Write the meanings of the words over the top of your copy of the poem.
- Step Three:** Identify any patterns you can in how the poem is written, or in how its ideas are developed.
- Step Four:** Now see if you can understand the whole poem. If you are still having trouble seek your teacher’s assistance.
- Step Five:** Answer these questions below:

	The Road Goes Ever On
Remembering <i>Factual answers, recall and recognition</i>	1. What do you notice about how this poem is organised or structured? (Try to list at least 3 things)
Understanding <i>Translating, interpreting, showing understanding</i>	1. What do you think is the main idea of this poem? Finish this sentence: This poem is about... 2. Summarise each verse into one bullet point of your own words. 3. What are two differences in the ideas of the first verse and the second verse in this poem?
Applying <i>Using information gained in different, familiar situations</i>	1. From Frodo’s experience in the Lord of the Rings what do you think of the Road he travelled? 2. Describe briefly a time when you had to “travel a road” when you didn’t know where you were going. What happened? How did you feel? 3. How does this poem relate to a “rite of passage”?
Analysing <i>Breaking into parts to examine more closely</i>	1. In the first verse, line 5, the word “eager” is used. In the second verse, line 5, the word “weary” is used. Why do you think the poet chose to change these two words?
Evaluating <i>Judge, use criteria, rank, substantiate</i>	1. What is your opinion of this poem? Give a specific reason to back up your point of view.

Questions analysing "The Road Not Taken"

Tasks:

- Step One: Read the poem through by yourself – underline any word that you don't know the meaning of as it is used in the poem.
- Step Two: Working with a partner see if the two of you together can identify the meanings of the words you've underlined. Use a dictionary for any words you don't know. If you can't find them in the dictionary see your teacher. Write the meanings of the words over the top of your copy of the poem.
- Step Three: Identify any patterns you can in how the poem is written, or in how its ideas are developed.
- Step Four: Now see if you can understand the whole poem. If you are still having trouble seek your teacher's assistance.
- Step Five: Answer these questions below:

The Road Not Taken	
Remembering <i>Factual answers, recall and recognition</i>	1. What do you notice about how this poem is organised or structured? (Try to list at least 3 things)
Understanding <i>Translating, interpreting, showing understanding</i>	1. What do you think is the main idea of this poem? Finish this sentence: This poem is about... 2. Summarise what the traveller in this poem does into three sentences of your own words. 3. Why do you think the traveller chose the road he did? 4. Why do you think taking the road less travelled made all the difference? What does this mean?
Applying <i>Using information gained in different, familiar situations</i>	1. Briefly describe a time when you had to make a choice between two things about where the choice you made was quite important. What happened? How did you feel about the choice you made? 2. How does this poem relate to the idea of a "rite of passage"?
Analysing <i>Breaking into parts to examine more closely</i>	1. Identify two images in the poem that let us know how the traveller knows which road was less used than the other. 2. Identify two other language poetic techniques the poet has used. Write the term and then the example of the technique for each one.
Evaluating <i>Judge, use criteria, rank, substantiate</i>	1. Give your opinion about this poem - making sure you give a specific reason to support your point of view.

Questions analysing “Do Not Go Gentle Into That Good Night”

Tasks:

- Step One: Read the poem through by yourself – underline any word that you don’t know the meaning of as it is used in the poem.
- Step Two: Working with a partner see if the two of you together can identify the meanings of the words you’ve underlined. Use a dictionary for any words you don’t know. If you can’t find them in the dictionary see your teacher. Write the meanings of the words over the top of your copy of the poem.
- Step Three: Identify any patterns you can in how the poem is written, or in how its ideas are developed.
- Step Four: Now see if you can understand the whole poem. If you are still having trouble seek your teacher’s assistance.
- Step Five: Answer these questions below:

Do Not Go Gentle Into That Good Night	
Remembering <i>Factual answers, recall and recognition</i>	1. What do you notice about how this poem is organised or structured? (Try to list at least 3 things)
Understanding <i>Translating, interpreting, showing understanding</i>	1. What do you think is the main idea of this poem? Finish this sentence: This poem is about... 2. Summarise what the author of this poem is thinking into three sentences of your own words. 3. Why do you think the poet is talking to his father in this way? 4. What is it that the three different types of men – wise, good, wild and grave all have in common? What point do you think the poet is making? 5. Why does the poet use imagery of light and dark in the poem?
Applying <i>Using information gained in different, familiar situations</i>	1. Briefly describe a time when you had to make a choice between two things about where the choice you made was quite important. What happened? How did you feel about the choice you made? 2. How does this poem relate to the idea of a “rite of passage”?
Analysing <i>Breaking into parts to examine more closely</i>	1. Identify two images in the poem that the poet uses and explain how they develop the poet’s ideas. 2. Identify two other language/poetic techniques the poet has used. Write the term and then the example of the technique for each one. Why has the poet used these techniques?
Evaluating <i>Judge, use criteria, rank, substantiate</i>	1. Give your opinion about this poem – making sure you give a specific reason to support your point of view.

Mystery Novel Tasks

TASK:

- You are going to have to write the equivalent of 3 A4 pages of response to your mystery novel. This could be made up from between 4-6 tasks.
- You must complete at least FOUR of these written tasks about your mystery novel. These tasks are designed to show how well you have responded to and thought about your book.
- You should write the equivalent of at least 1/2 a page for each task because to do a good job you won't be able to write any less.

PRESENTATION REQUIREMENTS:

- You should present your work on 3 A4 pages of paper with a Title Page including your book's title and author and your own name.
- Each topic you choose should have the topic or question written as a heading.
- It can be typed or handwritten whichever you prefer but should be neat and easy to read.

ASSESSMENT CRITERIA:

- You will be marked on how well you respond to the question/topic and the level of detail and understanding you show in your response. To gain an excellent grade your responses should be at least 3/4 of a page, be well structured and ordered with few errors, have detailed references to the text, respond well to the topic/question and display a good level of understanding and knowledge about your topic.

Red Level Tasks

- Discuss how the main character is like or unlike people you know. Be detailed.
- Write a page about a character beginning with the sentence:
"I was [any verb] by..." (e.g. relieved, surprised, worried, amazed, angry,...)

- Make a "time line" of the events in the life of the main character.
- Write a poem about the main character which tells us lots about this character. (at least 12 lines)
- Make up five open-ended interview questions [with answers] for the main character.
- Write a diary entry from the pt. of view of an important character about an event in the text.
- Explain how and why a character changed or developed in your text.
- What problems did the main character(s) have and how did they cope with them?
- Write a brief summary of the plot of your text.
- Compare where you live with the setting, in time and place, of your text. What is the same? What is different? Which do you prefer? Why?
- Use this as a topic sentence "This text made me (any verb)... (e.g. worried, realise, believe, feel, think, accept...) because..."
- Describe an experience you've had that was like the experience of a character.

Orange Level Tasks

- If your text has a "sub plot" describe how it relates to the main story line.
- Draw a diagram that plots the main events in your text and shows how important they are.
- Describe the most important scene in your text and explain why it is the most important.
- Identify an important turning point in your text and explain why it is a turning point.
- If the text has a villain, was his/her punishment justified? Explain with detailed reasons.
- Describe two important settings of your text in detail and say how they help make the story better. e.g. Houses, Time, Place, Country...

- What do you think is the main moral/ message in your text? Explain.
- Write a letter to a friend describing this text you are going to send him/her and explaining why you are sending it to them.
- Write an article for a newspaper published at the time when your text is set that describes an important event from your text.
- Write an obituary (message to remember them when they've died) for a character.
- Write a diary for your favourite character that describes the main events in the text and how they feel about them.
- Write a diary entry from the pt. of view of an important character about an event in the text.

Green Level Tasks

- What ideas were explored in this text? Discuss how they were explored by the author and why s/he may have chosen these ideas to explore.
- Compare your text with another text you've read. In what ways is it the same, different? Which text did you prefer? Why?

- Compare your text with a movie or TV show of the same genre(style). What are the similarities and differences?
- Write a different ending for your text.
- Write an article for a newspaper published at the time when your text is set that describes an important event from your text.
- Write an obituary (message to remember them when they've died) for a character.
- Write a diary for your favourite character that describes the main events in the text and how they feel about them.
- Rewrite an important scene involving two characters from the other character's pt. of view.
- Describe the beginning of your text and explain why you think your text begins as it does?
- Write an essay defending the idea that this text should be read by everyone who hates reading.
- If your text has a "sub-plqt" - describe how it relates to the main story line.